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DTR-7753

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21 JUL 1972

MEMORANDUM FOR: Director of Personnel

THROUGH : Deputy Director for Support

SUBJECT : Training and Personnel Development

REFERENCES : (a) Memo to DD/S from ExDir-Compt, same subject, dtd 5 June 72 (DD/S 72-2254)
(b) Memo to ExDir-Compt from DTR, subj: "Training and Career Development," dtd 17 Apr 72 (DTR 7403)

1. Principal Factors

In our efforts to establish some terms of reference and dimensions for the major issue raised in Reference (a), i. e., the possibility of expanding enrollment in OTR's core courses to meet the Agency's need for personal and professional development, I believe we must begin by examining two principal factors:

(a) The definition and degree of "general acceptance" in the Agency of the core courses which would justify their alteration or the allocation of additional resources to them, or both, to accommodate larger enrollments;

(b) realistic estimates of student enrollment in the six core courses, in the light of such acceptance and "viewed from the standpoint of personal and professional development of the work force of the Agency, rather than of the excellence of the individual courses."

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2. Acceptance of Courses

The acceptance, although not necessarily the validity, of a given course can be determined in several ways, including; the favorable reactions of students who have taken it; the continuing flow into it of quality students positively motivated toward the course; policies which either require or encourage enrollment of certain types of personnel; and the widespread though unofficial belief of managers, supervisors, and other operating personnel that the course makes a constructive contribution to personal or organizational effectiveness. Generally speaking, the Agency's acceptance of the core courses, and many other courses as well, is based on factors such as these.

No systematic procedure yet exists for determining whether or not there is a correlation between enrollment in the core courses and on-the-job effectiveness. Our feedback as to the validity of skills training offered by OTR is spotty at best, but is even more elusive in the case of those courses which offer less tangible results, i.e., a broadening of concepts, understanding, and outlook.

Some determination perhaps can be made by the collation and study of pertinent data, as for example through a review of employee performance records both before and after specific training experiences, or through an audit of records to determine if there is an identifiable link between enrollment and performance of individuals in training, on the one hand, and their advancement on the other. Studies of this kind, if they are even to suggest a correlation, must either be comprehensive or involve precise representative sampling. They must also allow for variables, e.g., changes in the nature of jobs; alterations in training content; rates of turnover and advancement opportunities in a given component during a given period of time, etc.

3. Midcareer Records Audit

Our initial studies in this connection have to do with graduates of the Midcareer Course and reveal there are no firm patterns available to guide us. Our findings suggest that Agency officers who took the Midcareer Course as GS-13s in CY 66 and CY 68 fare extremely well as a group, in terms of promotion (see Attachment A). Such advancement we surmise, is due in considerable measure to the performance records which led to their selection for the course in the first place, and less to any direct benefits from the course as such.

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On the other hand, two of every three GS-13 officers promoted during the two most recent fiscal years had not taken the Midcareer Course (see Attachment B). Thus, while there does appear to be considerable correlation between an officer's taking the Midcareer Course and his being promoted subsequently, failure to take the course has not been a bar to advancement.

The Midcareer Course clearly enjoys widespread acceptance in the Agency; most components screen their candidates to send well-qualified officers; its graduates generally have realized at least some of their estimated potential for further professional growth.

4. Projecting Student Enrollments

Yet, 112 Agency officers were promoted to GS-14 in FY 1972 without having taken the course. The desired course of action as we see it, therefore, is for personnel management mechanisms to project two or more years in advance the numbers of officers by career service who are likely to be promoted to this grade; for the career services to identify as nearly as possible and as far in advance as possible, and to make available for the course, their officers likely to be promoted to GS-14 (from both GS-12 and -13 levels); and for OTR to provide the course capacity for such officers without negating the basic strength of the course or undermining essential training in other areas.

The approach being proposed here is applicable to other core courses as well—Managerial Grid (Phase I), Fundamentals of Supervision and Management, Advanced Intelligence Seminar, and Senior Seminar. As we are all agreed, I think, certain of these courses also need to make room for some number of officers who could benefit from them in terms of immediate responsibilities but who are not necessarily being groomed for longer-term professional or executive development. The theoretical student population for the Midcareer Course—all those GS-12s and 13s who haven't had it—is in excess of [redacted] officers. The problem conceivably is of comparable dimension in the cases of the Managerial Grid and Fundamentals of Supervision and Management. Therefore, planning and selection discipline are essential. Without it we would be offering mass training of a highly diluted nature, to an arbitrary student body, to the detriment of organizational development and professional excellence. 25X9

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With this concern in mind, I would like to provide a relatively detailed review of each of the core courses.

5. Intelligence and World Affairs

This is the only course whose enrollment is governed by Agency regulation. Employees newly entered on duty or those making the transition from sub-professional to professional positions are required to take this course. OTR records indicate that during the last three fiscal years (1970-72), approximately 230 more employees entered on duty with the Agency in professional positions than took the required training.

However, there frequently is a time lag, typically six months, before a new employee is enrolled. In some instances, the period is several years or even not at all. Technicians entering on duty with the Office of Communications are customarily deferred until they have completed at least one tour of duty overseas. Interestingly, in FY 1972, the course was given to 299 employees, only two fewer than entered on duty during the year.

The problem with this course is primarily a procedural one. We have the capacity (eight runnings per year for 50 students each time) to accommodate the present flow of new professional employees.

Systematic compliance is an issue with this course. The key steps appear to be the resumption on my part of a report to the Executive Director-Comptroller concerning compliance/noncompliance and his exercise of authority to assure compliance. A detailed description of this course is provided in Attachment C.

6. Managerial Grid

More than 2,000 officers in the Agency have taken this one-week course (see Attachment D for a description). Until FY 1972 it was offered almost exclusively to those at the GS-13 level or higher, both as part of the Midcareer Course and independently. The Grid is now open to personnel at the GS-07 level and higher and "is recommended especially for those whose supervisors have attended this course." We anticipate that it will continue to constitute the first week of the

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Midcareer Course until larger numbers of Midcareer enrollees have previously taken it. At present, not more than five to six Midcareer students per running have done so. They, of course, are not required to repeat the Grid.

Annual enrollment in the Managerial Grid during the last four years, including those who have taken it as part of the Midcareer Course, has been 245, 231, 281, and 281, respectively. Our scheduled capacity is 320 students annually, eight offerings with a maximum enrollment of 40 each. The course is conducted [redacted] and involves five full days and evenings of intensive work. 25X1A 25X1A

With the incorporation of the Grid into the core program, we are trying to promote enrollment of eligible personnel within their first three years of employment in the Agency. It remains to be seen what effect the Executive Director-Comptroller's emphasis on management training will have on enrollment in this program.

7. Fundamentals of Supervision and Management

Total enrollment in this one-week course was 362 students in FY 1972, about 20% higher than average enrollment in the previous four years. Among OTR conducted courses, only the one-day [redacted] program had a higher enrollment this past year. 25X1A

The present course is a merger of two former courses, similar in content, but offered to different categories of employees. The former "Supervision" course was presented to employees in the GS-05 to -10 range, while the former "Management" course was designed for officers at higher levels. The combined course has included in the same running junior, midlevel, and senior employees who have cited the interchange among them as having a highly positive impact. The average grade of those enrolled in this course has been between GS-09 and -10.

Scheduled capacity for the course is 304 students annually, but is subject to adjustment based on demand. Student potential is vast in view of the fact that the course is designed for "supervisors and prospective supervisors at all levels in the Agency." Over 1,500 employees have taken this course, or its equivalent, in the last five years. Again, with the Executive Director-Comptroller's emphasis on management training, demand for this could well increase. A description of the course is provided in Attachment E.

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8. Midcareer

Having commented earlier in the paper on this course in terms of basic concept and approach, I wish to set forth here some specific details and considerations about it.

First, as the description of the course in Attachment F states, it is designed for "professional officers, generally at the GS-12/13 level, aged 30 to 40, with five or more years' professional experience, who have need of a broader outlook in executing their responsibilities." Student capacity in the course, conducted four times a year, is 128 annually.

We do not think it can be a mass course and still be of significant value to the Agency or the individual. This is not to say that it cannot be adjusted in terms of frequency, duration, content, class size and location to accommodate larger numbers, should this be necessary. Before OTR were to disrupt what has been a highly regarded course, however, we would certainly need reliable projections concerning the number of officers to be selected according to agreed criteria and actually to be made available for enrollment.

Frequency and content are interlocking considerations in view of the course's heavy dependence on input from guest speakers, primarily very senior officers of the Agency. Much of the value of the course, and the sense of renewal and pride experienced by the students, stems from this aspect.

25X1A

The residential dimension— [redacted] also has been a

25X1A

critical factor in its success. Midcareerists regularly cite the opportunity for exchange among 30 fellow students in this environment as the greatest single benefit from the course.

What I am saying is that we should not immediately conclude that the course needs adjustment until assured about the number and availability of officers for whom it is intended.

9. Advanced Intelligence Seminar

This course, three weeks in duration, was conducted four times in FY 1972 for a total of 104 students. Three runnings, for approximately 75 students, are projected for FY 1973.

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While the principal emphasis of the Midcareer Course is on the Agency and its activities, the AIS (described in Attachment G) provides selected officers with a still broader view of matters outside the Agency which relate to the intelligence profession. Subjects covered, in addition to broad Agency matters, include the intelligence community, policymaking mechanisms within the U. S. Government, and major international and domestic problems.

The AIS is a logical sequence to the Midcareer Course in the professional development of an Agency officer. OTR recommends an interval of at least three years between an officer's taking these courses in view of the broader issues covered and the somewhat higher grade level of the AIS student body.

10. Senior Seminar

The initial running of this most recently developed core course took place on a trial basis in Fall 1971 for 20 students, at the GS-15 and supergrade levels; a second running was conducted in Spring 1972 for 19 students. We have been advised that the Deputy Directors have now agreed the Senior Seminar should be conducted once a year for 25-30 students. It is a nine-week program for officers who hold significant line and staff positions in the Agency or are judged by their career services to be headed for such positions. This is the one core course whose participants are chosen by the Training Selection Board from candidates recommended by the career services.

A fuller description of this program is provided in Attachment H.

11. Management Training in Core Courses

Two of the six core courses are in the field of management training exclusively. In accordance with Mr. Colby's desires, we are in the process of incorporating elements of management theory and techniques, information science and records management, and computer capabilities into the other four courses. The Senior Seminar already has a management block in it, the Intelligence and World Affairs Course which started this month contains elements of familiarization geared to new, junior officers, and the Midcareer Course will be adapted to such elements later this year. We have no specific plans in this field at the moment for the Advanced Intelligence Seminar in view of its primary emphasis on matters outside the Agency, but possibly we will introduce such elements in the future.

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12. Conclusion

The thoughts and data contained in this paper are provided for your guidance relative to training concepts and resources that can be included in the personnel development program solicited by the Executive Director-Comptroller. We do not plan to initiate any basic adjustments in the core courses to allow for increased, or decreased, enrollments pending your review of this paper and any comments you wish to offer.

25X1A [redacted]

HUGH T. CUNNINGHAM
Director of Training

Atts (A + B only)
c thru F are course descriptions now published in the OTR Catalog.

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PROMOTION RATES OF SELECTED GS-13 MIDCAREER COURSE ENROLLEES
CY 1966 and 1968
(Data as of 31 December 1971)

	CY 1966	CY 1968
Midcareer Course Enrollees, Total	91	139
Midcareer Course Enrollees, GS-13 Level	58 (65%)	78 (56%)
GS-13s in group later promoted to GS-14 (still on duty only)	46 (86.8%)*	45 (61.6%)**
GS-13s in group not promoted (still on duty only)	7 (13.2%)	28 (38.4%)
GS-13s in group later separated	5 (8.6%)	5 (6.4%)

* 8 of these officers have also been promoted to GS-15
** 2 of these officers have also been promoted to GS-15

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PROMOTION OF GS-13 OFFICERS

FY 1971 - 1972

	FY 1971	FY 1972
Total Number of Agency Officers Promoted (GS-13 to -14)	293	159
Total Completing Midcareer Course	103 (35%)	47 (30%)
Total Not Enrolled in Midcareer Course	190 (65%)	112 (70%)

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INTELLIGENCE AND WORLD AFFAIRS

(IWA)

Description

This course is an introduction to CIA and to intelligence as a career. The Agency is discussed within the context of the intelligence community. CIA's functions, from the collection of intelligence information through the production and use of finished intelligence, as well as its role in policy implementation, are presented. Primary emphasis is placed on the major targets of U.S. intelligence—the Soviet Union and Communist China. The less developed countries and the industrialized countries of Europe and Japan likewise receive attention. Instruction is through the lecture-discussion method, supplemented by readings, exercises, seminars, and films. Many speakers are from the OTR faculty, but a significant number are from other elements of CIA as well as other government agencies and occasionally non-governmental speakers are used.

Designed For

This course is required for all new professional employees and those advanced from sub-professional to professional status.

Administrative Data

Conducted By: School of Intelligence and World Affairs

Length : Four weeks, full time

Frequency : Six to eight times a year

Place : Chamber of Commerce Building

Class Size : 20 - 50

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ATTACHMENT D

THE MANAGERIAL GRID

Description

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This is a copyrighted course designed by [redacted] to identify managerial styles, to promote open communication, and to convey the concept of on-going critique.

The Managerial Grid is an intensive learning experience focusing on problem-solving through personal interaction of students in teams.

Designed For

Employees in Grade GS-07 and above. It is recommended especially for those whose supervisors have attended this course. Eligible employees should attend this program within the first three years of their employment in the Agency.

Administrative Data

Conducted By: Support School

Length : Five Days (Sunday evening through Friday noon), and including evening sessions

Frequency : Approximately eight times a year

Place : [redacted] 25X1A

Class Size : 40 (maximum)

Special Requirement : Pre-course work (approximately 30 hours)

Registration Deadline : Four weeks prior to the start of the course to assure distribution and completion of pre-course work

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FUNDAMENTALS OF SUPERVISION AND MANAGEMENT

(FSM)

Description

This course concentrates on effective managerial behavior, stressing Communication, Motivation, Perception, Leadership, and Problem-Solving/Decision-Making.

Group exercises prevail supplemented by films and lectures. Emphasis is on practical application and experience of exchange among the students.

Designed For

Supervisors and prospective supervisors at all levels in the Agency.

Administrative Data

Conducted By: Support School

Length : One week, full time

Frequency : Eight times a year

Place : Chamber of Commerce Building

Class Size : 18-38

Special Requirement : Pre-course work (6-8 hours)

Registration Deadline : Three weeks prior to the start of the course to assure distribution and completion of pre-course work.

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[redacted]

Midcareer Course

(MCC)

Description

This course is an opportunity for experienced officers of the Agency to widen their knowledge and understanding of the intelligence profession and the milieu in which it is practiced. Phase I, consisting of the Managerial Grid, focuses on managerial styles and organizational communication. Phase II deals with functions, relationships, and problems within the Agency. Phase III concentrates on the Intelligence Community and the broader sphere of international affairs, U.S. foreign policy and activities, and domestic matters as they pertain to foreign relations and the intelligence function.

Designed For

Professional officers, generally at the GS-12/13 level, aged 30 to 40, with five or more years' professional experience, who have need of a broader outlook in executing their responsibilities.

Administrative Data

Conducted By: School of Intelligence and World Affairs

Length : Six weeks, full time

Frequency : Four times per year

Place : [redacted]

Class Size : 30 - 32

Selection : Students and alternates are selected by each directorate and the O/DCI according to quotas established by OTR

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Special Requirements	:	First week consists of Managerial Grid; students who have had the Grid need not repeat. Form 73, "Request for Internal Training," should include date/place of birth and Social Security number for obtaining special clearances. A biographic profile should accompany Form 73 for planning purposes.
Note	:	This course and the Advanced Intelligence Seminar normally should not be taken within three years of each other.

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ADVANCED INTELLIGENCE SEMINAR

(AIS)

Description

The Advanced Intelligence Seminar (AIS) places major emphasis upon current factors affecting the Agency's key functions, role, and effectiveness; international and domestic developments as they bear upon the U.S. intelligence effort; and the outlook for intelligence in the 70s. The Seminar draws on knowledgeable speakers from inside and outside the Agency, and establishes an atmosphere for in-depth dialogue among speakers and participants.

Designed for

Middle and senior grade personnel from all parts of the Agency. Minimum grade GS-13.

Administrative Data

Conducted By: School of Intelligence and World Affairs

Length : Three weeks, full time

Frequency : Three or four times yearly

Place : First week - [redacted] 25X1A
Second week - Headquarters
Third week - [redacted] 25X1A

Class Size : 25 (maximum)

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Special Requirements: Candidates should be prepared to participate actively in the Seminar. Form 73 should be accompanied by a page giving: (a) biographic profile, (b) place and date of birth and Social Security number, for obtaining special clearances. Graduates of the Midcareer Course should allow approximately three years to elapse before registering for the AIS.

Registration Deadline : Three weeks prior to beginning of Seminar.

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SENIOR SEMINAR

Description

The CIA Senior Seminar offers general training for senior officers on intelligence and related subjects. The organization and content of the Seminar are on a level with the Senior Seminar in Foreign Policy, the senior military schools, and the Federal Executive Institute.

The Seminar's objectives are to update senior officers' knowledge of foreign developments and their impact on CIA; to enlarge their understanding of the Agency, its relationships with other parts of government, and the problems and pressures facing Agency management; and to expose the participants to change in American society which is relevant to CIA.

A wide spectrum of topics is covered, including management training, major world trends and problems, the missions and activities of the Agency and the Intelligence Community, CIA's relationships with non-intelligence agencies and other parts of government, domestic problems and trends which impact on CIA, and the future outlook for U.S. intelligence.

The Seminar draws on experts from academic life and private research organizations, officials from other branches and agencies of the government, and knowledgeable officers from throughout the Agency. Specific topics are treated in formal presentations followed by seminar discussions with guest speakers and panels. Films, case studies and discussions of papers are interspersed. Much of the learning and broadening in the Seminar is derived through the participation of the Seminar participants. Selection of officers who represent different organizational elements and a wide range of work and foreign area experience is therefore an essential element.

Designed For

Officers who are at least grade GS-15, preferably GS-16 and above, who hold significant line and staff positions or who are likely to attain such positions.

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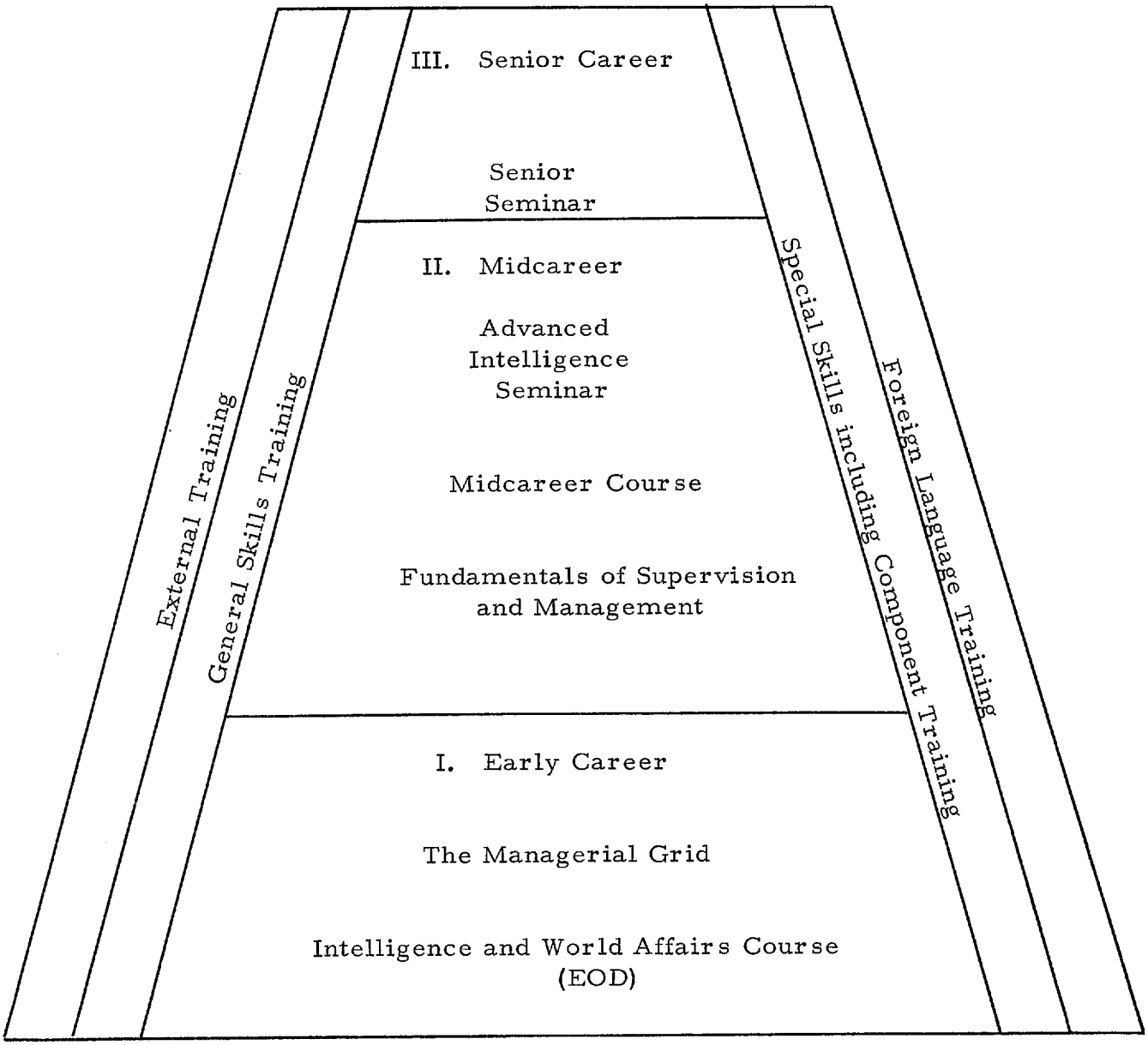
Profile of Courses



TRAINING FOR PROFESSIONAL DEVELOPMENT

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